Halstead CP School

Feedback
&
Marking
Policy

Approved by the Full Governing Body

Signed:

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FEEDBACK & MARKING POLICY

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FEEDBACK & MARKING POLICY

1.   Aims

We believe feedback and marking should provide constructive comment to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to achieve and progress.

2.   Principles

Feedback and marking should:
- Be manageable for teachers
- Relate to learning intentions, which need to be shared with children
- Involve all adults in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the same process (whether written or oral) to ensure equity across subjects and abilities
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children
- Use consistent codes throughout the school.
- Help pupils feel positive about what they have achieved so far and be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible.

3.   Strategies

3.1. Summative feedback/marking
This usually consists of ticks (for correct) or a dot (for incorrect) and is associated with closed tasks or exercises.

3.2. Quality marking
Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged with one of the marking codes, use *"Think Pink"* or *"Green for Good"* highlights or be given detailed attention and written feedback using a star (for success) and a wish (for improvement).

3.3. Formative feedback/marking

Formative feedback can either be verbal/oral feedback or written feedback.

Feedback should focus first and foremost on the learning intention of the task. The emphasis in feedback and marking should be on success against the learning intention. Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved. To make the feedback more accessible to the child we use *"Think Pink"* where errors or improvements are highlighted in pink for children to go back and self correct or improve. These should be linked to the learning intention, feedback comment or child's target. We also use *"Green for Good"* to highlight where the learning intention has been achieved.

Some examples of feedback comments are:

- A **reminder** prompt (e.g. *'What else could you say here?'*).

- A **scaffolded** prompt (e.g. *'What was the dog's tail doing?', 'The dog was angry so he ....', 'Despite the expression on the dog's face'*).

- An **example** prompt (e.g. *'Choose one of these of your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes'*).

3.4. Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time. Children should be taught to re-read their work to check for spelling, punctuation and grammar. This self editing should be part of the writing process. "*Think Pink*" can also be used when marking, to highlight in pink, selective spelling, punctuation or grammar errors. The children can then go back and self correct those highlighted errors. *"Green for Good"* highlighting can be used to highlight the successful use of spelling, punctuation or grammar if this is related to the learning intention or child's target.

3.5. Self-marking

Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning. Any **self marking or peer marking should be done by the children in black pen or yellow highlighter** so it is distinguishable from the teacher's marking.

3.6. Shared marking

The modelling of self-marking and editing work is important. Using one piece of work, for example from a child in another class, to mark as a class, models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of work, with the same title, and discuss their differences.

3.7. Paired/peer marking

Children should sometimes be asked to mark work in pairs. The following points are important:

- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.

- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, then put up as a posted.

- Children should, alternately, point out what they like first and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.

- Pairings need to be based on someone you trust – best decided by teacher.

- Encourage a dialogue between children rather than taking turns to be in the 'teacher': they should discuss each other's work together (e.g. *'I think this bit really shows how that character feels, what do you think?'*)

- Children should use black pen or a yellow highlighter for peer/self marking (Further details in attached appendix)

3.8. Organisation

- Time for children to respond to feedback and marking needs to be built into some lessons

- Where possible, children should be encouraged to self-mark.

- Wherever class discussion takes place, feedback is given orally. Notes might be necessary to inform future planning as a result of the discussion findings.

- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.

Please see attached appendix for **Codes and symbols for feedback and marking**.

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<u>Codes and Symbols for Marking and Feedback</u>

Summative feedback/marking (This usually consists of ticks and dots and is associated with closed tasks or exercises):

√	=	correct
.	=	incorrect

*Use **green pen** or **green highlighter** (to highlight where learning intention or target have been met) for teacher/TA marking and **black pen** or **yellow highlighter** for children when they as peer or self marking

Quality marking:
Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention (independent work should be given priority for feedback marking). When acknowledging work *put one of these symbols at the bottom of ALL pieces of work* whether they are marked in detail or not..

VF	=	verbal feedback
PA	=	peer assessment
SA	=	self assessment
T	=	teacher support
TA	=	T.A. support
I	=	worked independently
GG	=	guided group work
MA	=	mixed ability pairs
Sp	=	Spelling error
GW	=	Group work

Formative feedback/marking:
With formative feedback teachers' comments to children should focus firstly on issues about the learning intention and then on areas of improvement, next steps or extension. Not all pieces of work need written feedback marking- focus on 1 or 2 target groups (except for extended writing pieces where all children should be given written or verbal feedback). Verbal feedback can also be given on a piece of work (indicate this was given by simply putting VF at the bottom of the page).

Think pink – use a pink highlighter to highlight errors the children should be able to self correct (eg. spelling or punctuation) and to highlight a section of work which needs improvement or revisiting (related to the learning objective & wish comment)

Green for Good – use a green highlighter to highlight where the children have achieved the learning intention or their target

Green pen – teachers and teaching assistants to use a green pen to write green for good/star comments and write the marking symbols

Pink pen – Used for think pink/wish feedback comments

Black pen – children use a black pen when they are peer marking work. (However, peer and self-assessment as part of regular editing of work will be done in pencil or pen if the child has a pen license.)

Yellow highlighter – children can use a yellow highlighter to highlight where they have met the learning intention or their target when self or peer marking

Red pen – to acknowledge children have responded to feedback marking or think pink marks